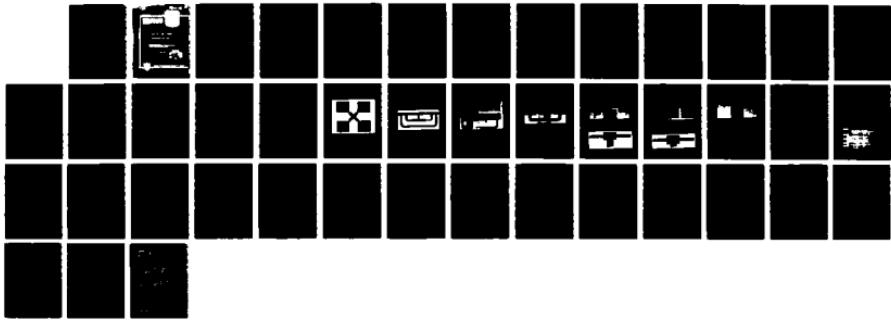


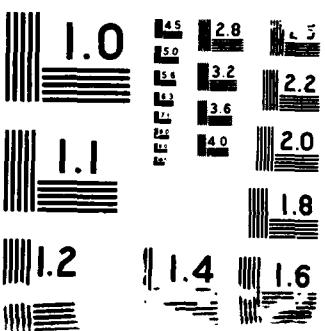
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USAWC MILITARY STUDIES PROGRAM PAPER

TRAINING TOOLS AVAILABLE TO COMMANDERS

AN INDIVIDUAL STUDY PROJECT

by

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ABSTRACT

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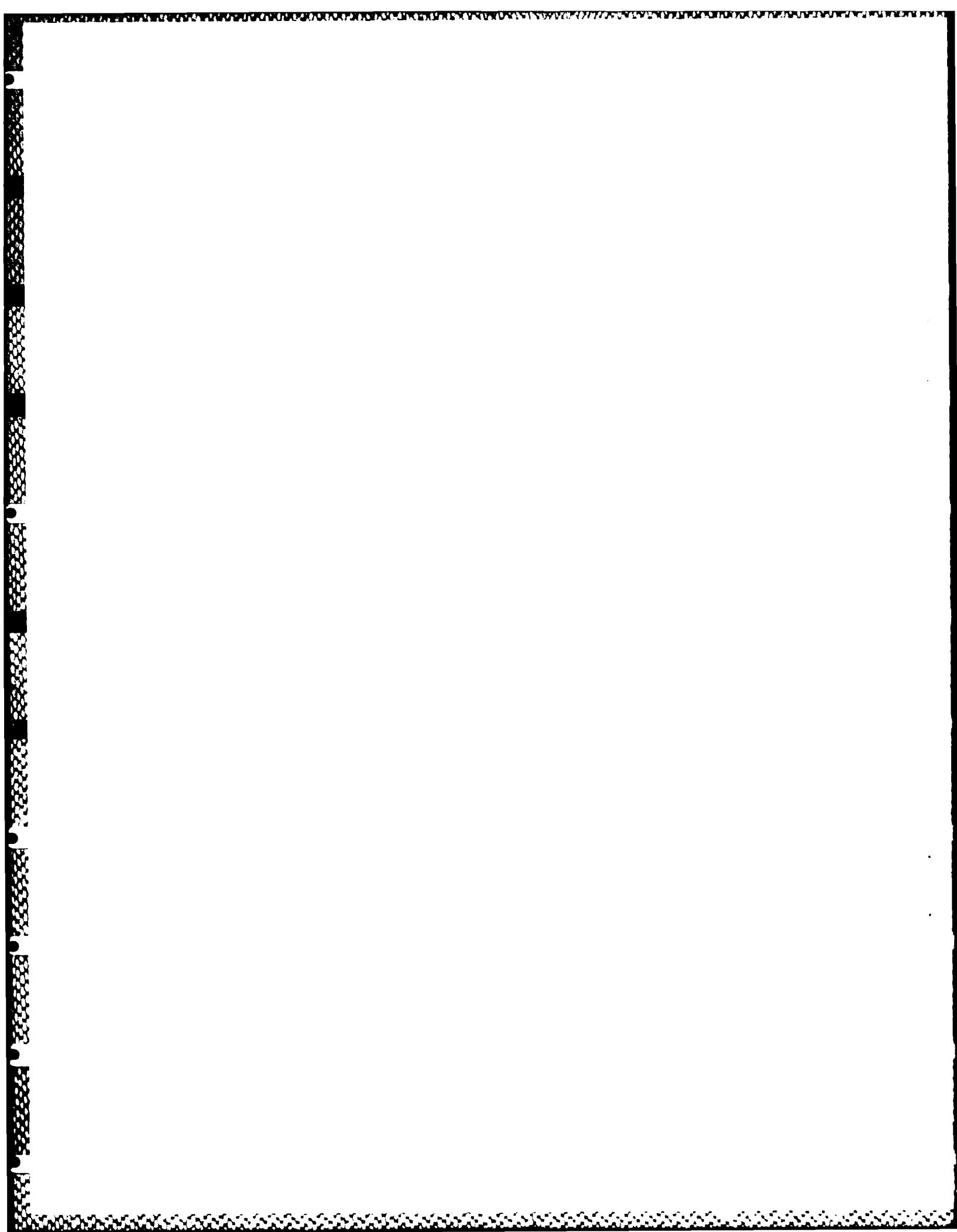
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TRAINING TOOLS AVAILABLE TO COMMANDERS

CHAPTER I

INTRODUCTION

The United States Army is a diverse organization with global commitments manned by approximately 781,000 soldiers. The Army's responsibility is to conduct successful land warfare, if and when deterrence fails. Meeting this responsibility requires the Army to be capable of executing wartime operations with minimal additional training and preparation. The next war will be a "come as you are war."

Managing training is one of the most important problems facing the Army today. The wide spectrum of Army contingency missions creates great training challenges for its leaders. On a daily basis, commanders juggle the tactical and technical factors associated with training to win battles. At every level, they balance their time and energy among numerous complicated, diverse, and competing organizational demands. They must carry on exacting training while at the same time ensuring that they do not neglect the critical functions of unit administration, equipment maintenance, logistical requirements, and community relations. With all these requirements competing for time, the commander quickly learns that he must vigorously protect his training time or find his unit combat ineffective.

In addition, United States Army organizations vary in structure from one area of the world to another. The structure of Army organizations depends on the missions assigned to the command and the area of operations. For example, Continental United States (CONUS) forces, US forces in Europe, and US forces in Korea are all structured differently. Each division, brigade, and battalion has its unique modified table of organization and equipment (MTOE). A heavy infantry brigade in Korea may consist of two mechanized infantry battalions and one pure infantry battalion. In contrast, a heavy infantry brigade in Europe may consist of two mechanized battalions and one armor battalion. Differences in the mission, enemy threat, terrain, and available resources are the reasons for the different structures. The Army Training Management System is charged with providing applicable training guidance for each of these different organizations.

The purpose of this study is to conduct a critical review of applicable United States Army training literature to determine if it provides commanders with the necessary training guidance to design, organize, resource, conduct, and evaluate meaningful training programs.

CHAPTER II

KEY TRAINING PUBLICATIONS

The Army has an abundance of training publications. The key training publications which focus on planning, executing, and evaluating training are: Army Regulation 350-1; Field Circular/- Field Manual 25-100; Field Manuals 25-1, 25-2, 25-3, 25-4; Training Circular 25-7; and the Army Training Evaluation Program. Each of these publications will be reviewed.

Army Regulation 350-1, Training

Army Regulation (AR) 350-1 defines the responsibilities of commanders at all levels in regard to the conduct and management of Army training. AR 350-1 outlines the following responsibilities:

Commanding General, US Army Forces Command is responsible for training CONUS units; with sustaining force and Army units assigned to the Rapid Deployment Force.

Commander-in-Chief, US Army, Europe, and Commanding General, Eighth US Army, Korea, are responsible for training their Army forces in the forward deployed areas.

Division commanders will implement the Army Training System; assign missions; develop training guidance and master training plans; allocate the necessary resources to effectively implement these plans; evaluate the conduct of training; reduce personnel and unit turbulence; and provide subordinate commanders maximum time to train.

Brigade commanders will provide training guidance; set training objectives; suballocate resources; reduce training detractors; reduce personnel and unit turbulence; and evaluate training.

Battalion commanders are principal training managers and will develop, coordinate, implement, supervise, and evaluate performance-oriented training programs within the guidance and resources provided by higher commanders; develop specific training objectives to correct training deficiencies; reduce training detractors; reduce personnel and unit turbulence; and coordinate resources for subordinate units.

Company commanders are the primary unit trainers. As such, they assist the training managers (battalion commanders) in developing training plans; and prepare and execute the training program.

Noncommissioned officers are the principal trainers of individual soldiers. Each NCO (and junior officer) must be capable of performing every task required of his or her immediate subordinates and understand the relationship among individual job requirements, soldier manuals, Skill Qualification Test, and job books.¹

However, General Vuono, the Chief of Staff of the Army, said it is impossible for NCOs--regardless of their responsibilities as principal trainers of individual soldiers--to train all the tasks in the soldier's manual or the Army Test and Evaluation Program. He also said NCOs must train soldiers to perform critical warfighting tasks both individually and collectively. So he assigns NCOs responsibility not only for individual training but also for collective training.²

Field Circular/Field Manual 25-100, Training the Force

Army Regulation 350-1 provides a broad framework for the Army training program. Until 1986, the Army training program provided no "how to" guidance to division and brigade commanders. The Army developed Field Circular/Field Manual (FC/FM) 25-100 to fill this void. It describes the division and brigade level

training management process that ultimately meshes with the Battalion Training Management System (BTMS).³

Clearly, FC/FM 25-100 emphasizes that the division commander's training philosophy must focus on the warfighting missions and goals. These missions and goals serve as the basis for identifying individual and collective training tasks, which make up the Mission Essential Task List (METL). The METL thus becomes the foundation for developing a training strategy and program which prepares the unit for war.⁴

The most commonly heard complaint from company commanders is that the METL established at the division level does not agree with the METL planned at the battalion level.⁵ Such inconsistencies arise because the battalion commander and his staff do not fully understand the division commander's guidance or because the brigade or battalion commander has purposely changed the division's METL. Once the change has occurred, the battalion commander must inform his subordinates. This is not the fault of the Army Training System.

The division METL also serves as the framework for the division's training plan. The division commander, with the help of his staff and subordinate commanders, develops the division training plan to accomplish the training objectives. To do this, the plan establishes the priorities, frequency, and sequencing of the training objectives. Thus, it is imperative that these training objectives must be developed so that their outcomes can be monitored throughout all command levels in the division.

Anytime training objectives are unclear, too broad, too ambitious, too narrow in scope, or not linked with METL tasks, the leader can expect frustrated subordinates. All leaders in the division must read, understand, and use the division training plan to ensure that their units properly plan, conduct, and assess training throughout the training year.⁶

Company commanders often complain that they never received the division training plan; or if they did, they received the plan late.⁷ Once the plan has been published, it is the chain of command's responsibility to ensure every subordinate commander receives a copy.

Building and sustaining a unit training program throughout the division, requires a viable system for managing the program. Key components for managing the program include:

Quarterly Training Review Program

Quarterly Training Guidance

Quarterly Training Briefing

Training Evaluation

Training Assessment

Feedback⁸

These components give senior leaders training plan feedback. Senior leaders can update their estimates of the division's ability to perform its battle tasks by assessing this systematic feedback.

FC/FM 25-100 also addresses the integration of new doctrine, force structure, and new equipment into the division.⁹ This

enables the commander to bring on line new ways of doing business and new weapon systems for use in combined arms operations, multiechelon training, and sustainment training. Integrating new techniques and systems into the division without degrading readiness or creating excessive turmoil at lower levels is a tough job. From personal experience, new equipment planning does not exist in some units. Training must be planned so that units can focus on new equipment. FC/FM 25-100 helps commanders with planning for new equipment and integrating new doctrine into the overall training program.

Analysis of FC/FM 25-100 indicates that it provides the commander an excellent tool to plan, execute, and evaluate training. Currently, portions of the manual are under revision to further enhance senior leaders' professional knowledge to accomplish their training mission.¹⁰

Field Manual 25-1, Training

Field Manual 25-1 is the first training publication in the training management series. It addresses the overall general concept of training and the philosophy of training. FM 25-1 makes the following general statement about the philosophy of training.

The United States Army exists to keep the peace and, should war occur, to defeat the enemy. This goal requires a total Army prepared to mobilize, deploy, fight, and win anywhere in the world. The key to achieving this goal is training. The history of battle, the experience of commanders,

and the wisdom of military philosophers all confirm the direct correlation between training and victory in war. Successful armies train as they intend to fight.¹¹

Presently, FM 25-1 is the capstone manual for the Army's training program. In the near future, FM 25-1 will be replaced by FM 25-100 which will include all of the information in the current capstone manual, plus additional training guidance and philosophy from the Army Chief of Staff.¹³

Field Manual 25-2, Unit Training Management

Clausewitz would label FM 25-2 as the "Center of Gravity" for the battalion and company commander's training management programs. FM 25-2 provides commanders the tools to establish and sustain a meaningful training program. The manual initially addresses the training base, unit training, and combined-arms training; the manual then outlines the training process using the Battalion Training Management System.

All soldiers enter the Army through the training base. The training base orients the new soldiers to the Army and begins the socialization and basic skills training process. Soldiers receive this initial training through one of the following organizations:

Service schools

Training centers

U.S. Army Command (MACOM) installations or unit schools

Colleges or universities

Army National Guard academies¹²

At the completion of the initial training, a soldier goes to his assigned unit to work and receive additional training. At the unit, the new soldier's first line supervisor is responsible for ensuring his skills continue to improve. Periodically, soldiers return to the training base to enhance technical skills and professional knowledge. The training base schools teach mandated specialized training not taught in combat ready units.

Unit training consists of individual through company level training in all units. When the commander is developing his unit training programs, he should review the following: training goals and applicable policies, training guidance from higher headquarters, his own training plans, and lessons learned. The commander's knowledge of unit missions, strengths, and weaknesses is the most important factor in developing a unit program. This knowledge should include, but is not limited to the following:

Unit missions and their relative priority.

Unit goals.

Individual, leader, and unit proficiency and any corrective actions required.

Training environment.

Current training program review.

Higher headquarters' command guidance.

The company is the first level of command that fights as a combined-arms team. Company commanders must be technically and tactically trained to command and control non-organic assets. The Army considers the battalion as the focal point for combined-arms training. Combined-arms training always focuses on battle

tasks. Battalion commanders and higher echelon commanders must ensure that planning, training resources, and time are available to conduct combined-arms training. Failure to adequately support combined-arms training creates significant problems at all command levels. Too often, combined-arms training is unsatisfactory because of inadequate planning, resources, insufficient publications or time. The list of exercises below offers all commanders means to conduct effective combined-arms training and war gaming to improve warfighting skills for their units.

Map Exercises (MAPEX)

Tactical Exercises Without Troops (TEWT)

Fire Coordination Exercises (FCX)

Live Fire Exercises (LFX)

Field Training Exercises (FTX)

Situational Training Exercises (STX)

Battle Simulation Exercises (BSX)

Command Post Exercises (CPX)

Joint Training Exercises (JTX)

Emergency Deployment Readiness Exercises (EDRE)¹⁴

The following illustration shows the types of exercises that are available to commanders. These exercises are used to train the individual soldier and units through corps level organizations.¹⁵

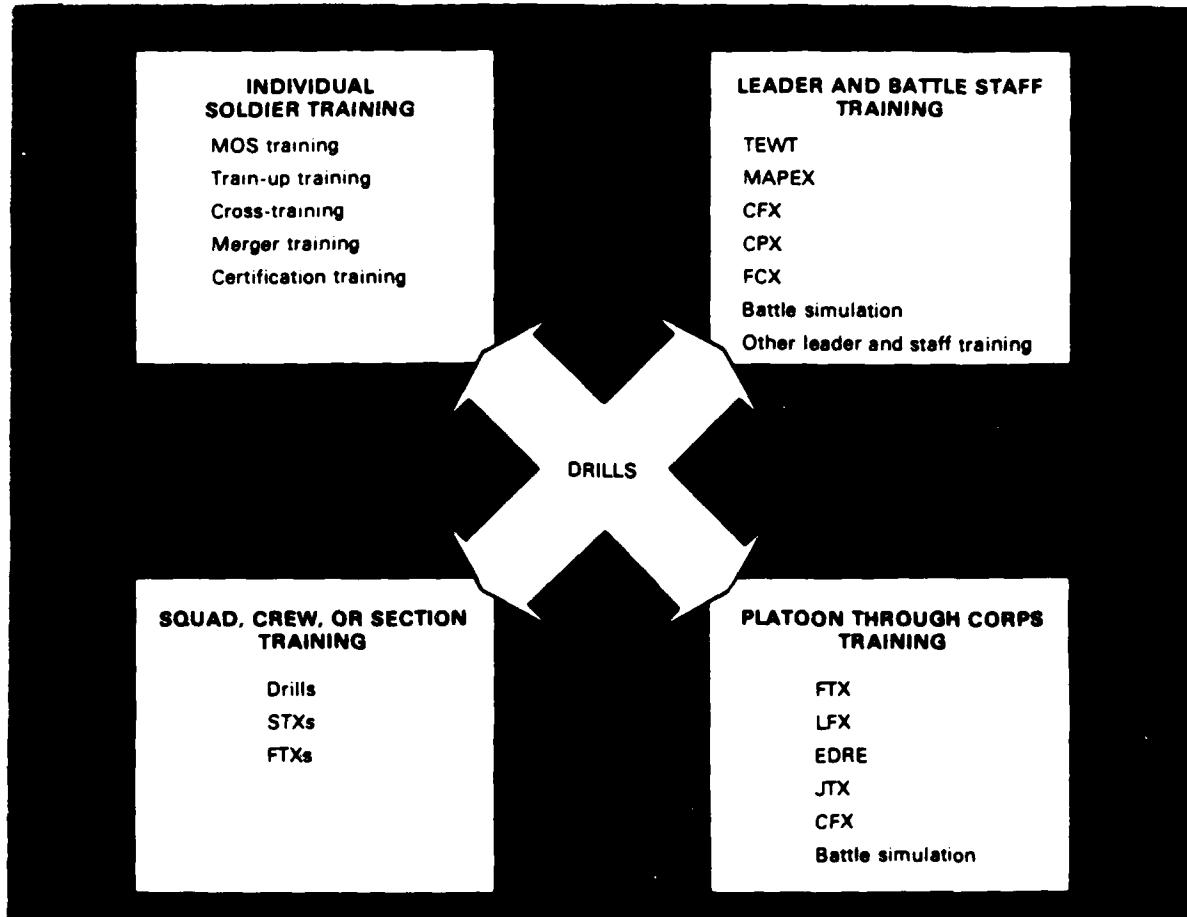


Figure 1

As previously stated, the Army developed the Battalion Training Management System (BTMS) to assist battalion and company commanders in planning, conducting and evaluating their training programs. BTMS addresses long-range, short-range, and near-term planning. The battalion commander, his staff, and company commanders interact with higher headquarters using BTMS.

Objectives of BTMS are:

- to develop goals, objectives, and guidance from higher headquarters.
- to eliminate or control the impact of training distractors and constraints.
- to identify, program, coordinate, obtain, and provide resources for unit training.
- to evaluate unit performance training and training management.¹⁶

The BTMS matrix below outlines the training process.¹⁷

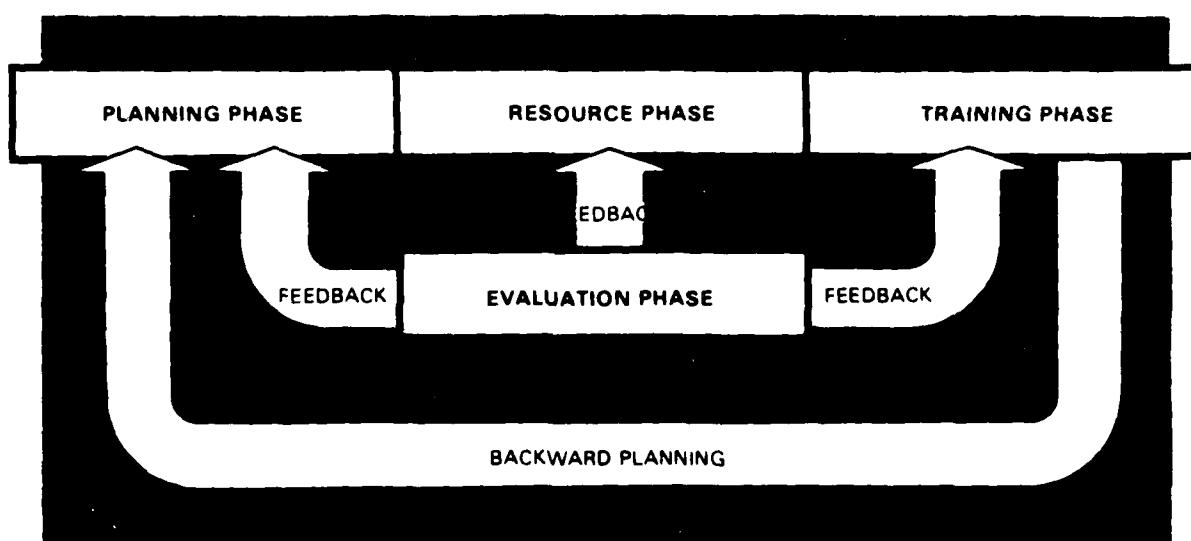


Figure 2

The commander, his staff and subordinate commanders conduct all four phases together. For example, while the commander, his staff, and subordinate commanders plan and requisition resources for the next quarter, training, evaluations, and feedback are being conducted simultaneously. Training management is an unceasing process.

The initial planning entails guidance, goals, objectives, and missions from higher headquarters. Once the battalion commander receives his training guidance from higher headquarters, he goes through the following process to plan his training.¹⁸

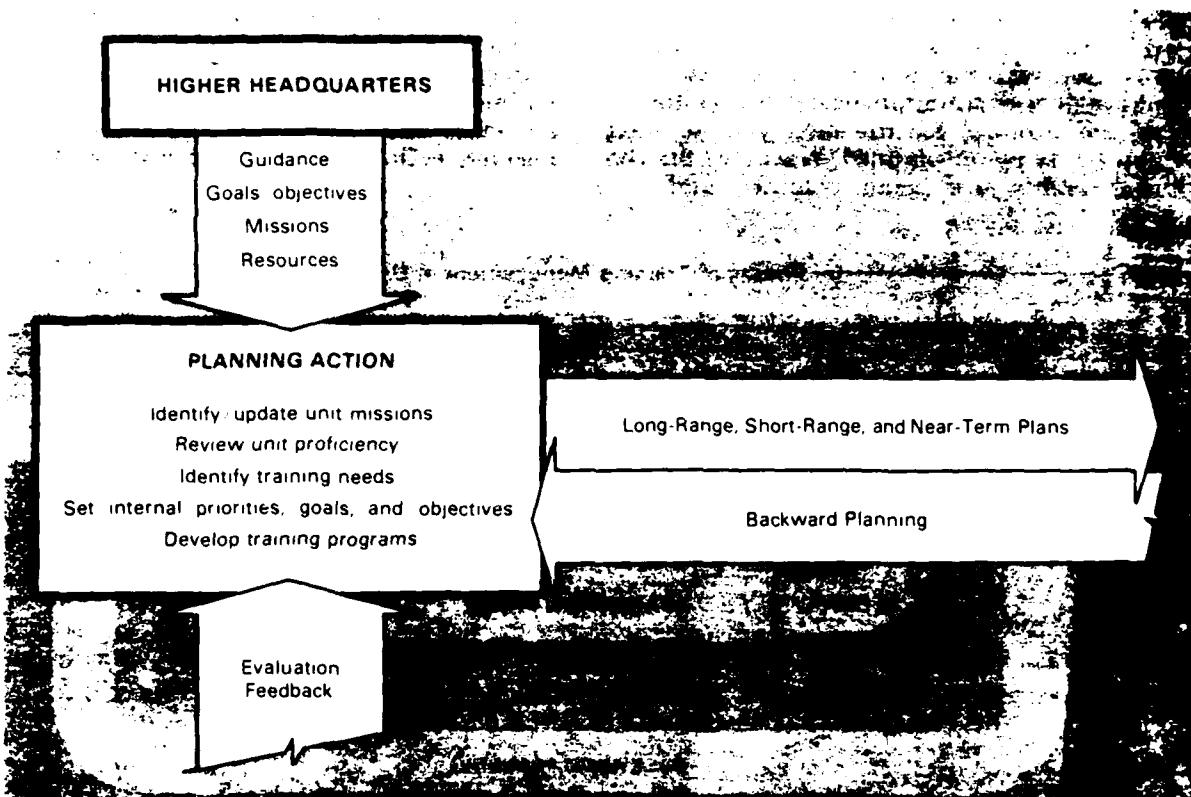


Figure 3

The battalion commander's most critical task in BTMS is to identify long-range, short range, and near-term battle tasks. Collectively, he, his staff, and subordinate leaders make an assessment of the current and past training performance before they begin their backward planning process to determine what training should be accomplished first. The next figure helps the

battalion commander, his staff, and subordinate leaders accomplish this critical step.¹⁹

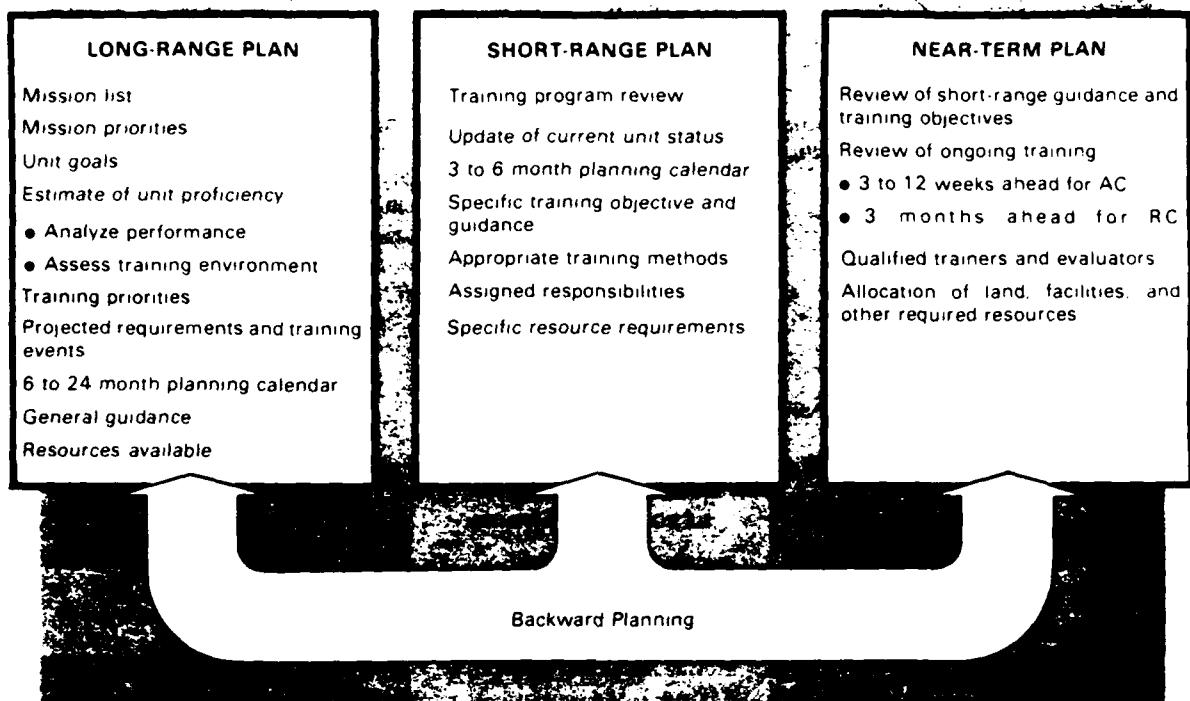


Figure 4

Significantly, the time span for the entire training process ranges from 3 weeks to 24 months. Therefore, the battalion commander takes special care when categorizing higher headquarters' METL into long-range, short-range, and near-term goals and objectives.

During the planning phase, the commander and his staff also must consider the internal and external training distractors. If they have not been assessed properly, any factor below can reach

overwhelming proportions and potentially grind any size organization to a quick halt.²⁰

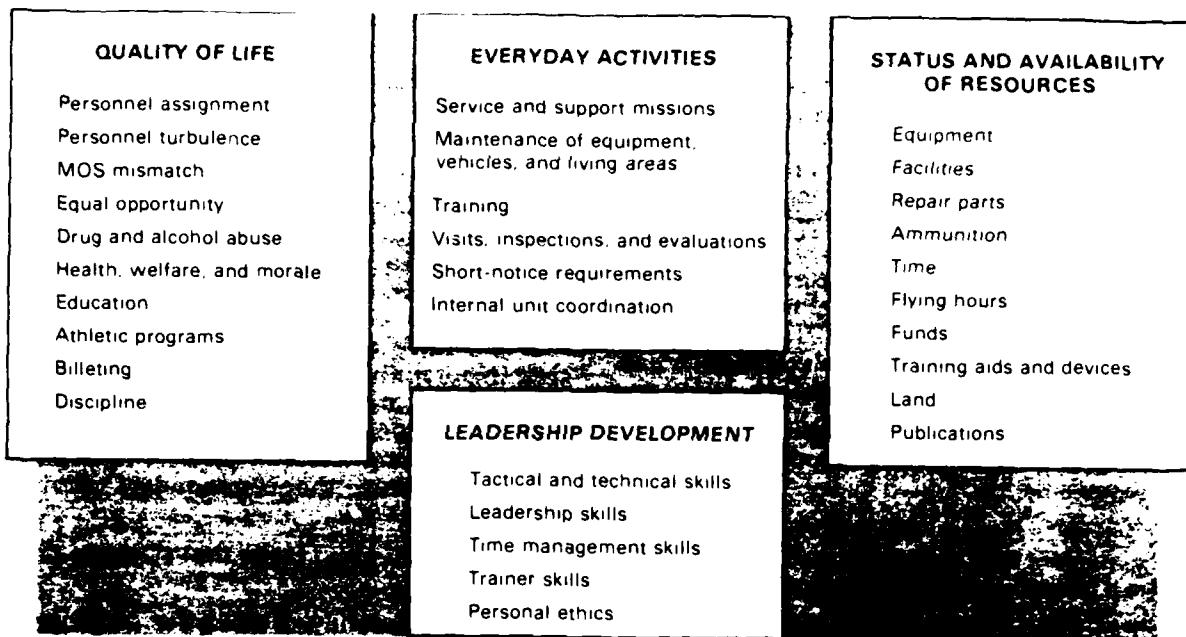


Figure 5

While the battalion commander and his staff identify and plan training tasks, they must determine the resources necessary to support the training objectives. FM 25-2 provides an excellent model to follow in Figure 6.²¹

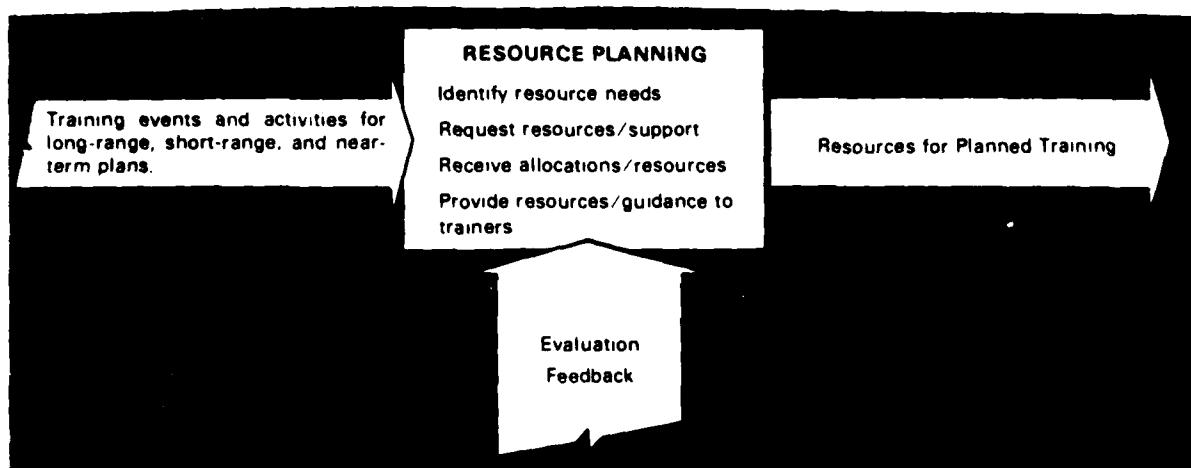


Figure 6

After the commander and his staff identify the resources, they determine the resources which need long lead times. To do this, they evaluate the current and past support requirements. Resources that require considerable lead times are requisitioned immediately. Other support is requested as required. The commander and his staff use the matrix below as a reference.²²

LONG-RANGE	SHORT-RANGE	NEAR-TERM
Request resources requiring long lead times, for example—	Update long-range projections and request other resources requiring shorter lead times, for example—	Request resources requiring little or no lead time
Funds	Equipment	Coordinate previously requested resources/support
Ammunition	Vehicles	Obtain resources and allow trainers to check them prior to training
Facilities land	Personnel support	
	Aids and devices	
	Publications	
	Flying hours	

Figure 7

After planning and resourcing have been completed, the commander and his staff supervise the execution of mission-essential tasks which prepare soldiers, leaders, and units to accomplish their warfighting missions. FM 25-2 provides an excellent example below:²³

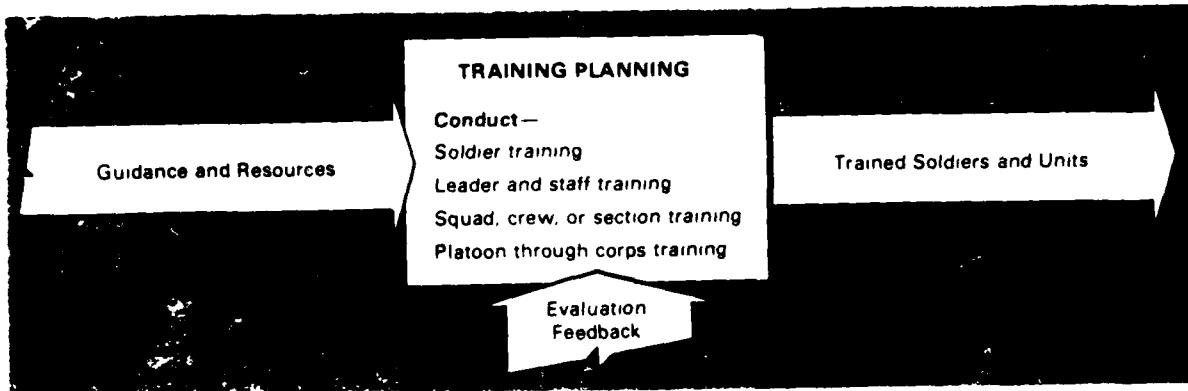


Figure 8.

The commander uses the matrix below to provide feedback.²⁴

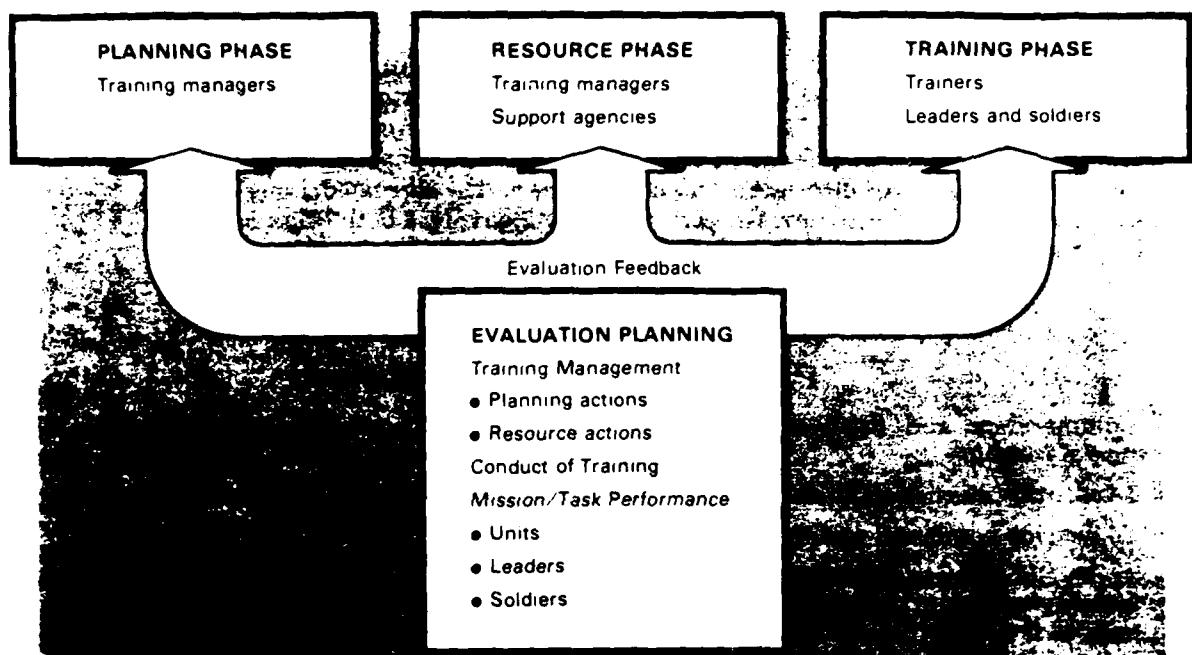


Figure 9

This analysis of FM 25-2 reveals that it is an excellent manual for battalion and company commanders; it provides detailed guidance on planning and conducting training. It also explains how training programs are linked by training guidance to higher headquarters. Regardless of the type of unit, a trainer should have no problem developing his training strategy using this publication.

Field Manual 25-3, Training in Units

Field Manual 25-3 provides the battalion and company commanders information on how to execute training. It addresses the six characteristics of training, outlines the Five-P Model of

training as shown at Figure 10, and provides detailed information on individual and collective training.²⁵

The six desired characteristics of training are accuracy, structure, efficiency, effectiveness, realism, and safety. This manual explains each characteristic and stresses its importance.²⁶

Accuracy: A commander achieves accuracy by training soldiers in accordance with current Army doctrine, techniques, and procedures. Accuracy in training promotes soldier self confidence, reduces equipment failures, and enhances safe equipment operation.²⁷

Structure: Commanders should structure training programs to reinforce individual training tasks while units perform collective training tasks. This prevents the decay of individual skills as soldiers learn and practice collective skills.²⁸

Efficiency: Limited resources create the need for efficiency in all training activities. Leaders are constantly challenged to ensure the costs of resources do not outweigh the training value. Finding alternate and more cost-effective means to conduct training is a major responsibility for leaders at every level.²⁹

Effectiveness: Well-planned and well-executed training is effective training. A commander builds unit cohesion and builds individual and team proficiency every time his soldiers practice their military skills, their leadership skills, and are given the benefit of learning from their mistakes.³⁰

Realism: If the Army expects to fight the same way it trains, then realistic battlefield conditions are critical. The proper degree of realism in training can be determined through several considerations: resources availability, level of individual and unit proficiency are at the top list of considerations. Realistic training will exercise all facets of military operations; it creates discipline and confident, physically fit, mentally tough soldiers and units.³¹

Safety: Accidents are a major training detractor. Anytime a leader conducts training, safety is paramount. When leaders incorporate safety considerations in the planning and the execution of training, the training normally is free of accidents.³²

Planners use the Five-P Model as a guide to plan effective training. The Five-P Model addresses planning, preparing, presenting, practicing, and performing.³³

FIVE-P MODEL OF TRAINING



Figure 10

Planning training addresses the who, what, when, where, and how of training. The trainer must understand the commander's guidance and intent in regard to the battle task and incorporate all guidance into the training effort.

Effective and efficient training is the direct product of proper preparation. The trainer must prepare himself and ensure all resources needed are available for training to be accomplished.

Presentation of the information is critical. The trainer must know his material well and have the skills necessary to motivate soldiers to learn. Presentations must be clear, concise, and to the point.

Practice entails step-by-step repetitious drill of battle tasks. Through practice soldiers gain confidence, understanding, and quickness. Repeated performance of a task under realistic conditions is the best method for training.

Leaders must evaluate soldiers performance in order to measure the effectiveness of training and to determine how well soldiers understand the battle task. Ways to evaluate performance include:

Sampling

Evaluation from higher headquarters

Observation

After action reviews³⁴

FM 25-3 contains good information on teaching subordinates how to train. It addresses individual and collective training

quite thoroughly. The principles and procedures provided in this manual reinforce the training management methodology in FM 25-2.

Field Manual 25-4, How to Conduct Training Exercises

Field Manual 25-4 provides commanders techniques on how to plan and conduct training exercises for battalion level organizations and above. As previously discussed, the battalion is the focal point for combined arms operations. Battalion commanders and battalion staff officers must fully understand how to integrate those military forces which conduct combined arms operations. A brief list of battle tasks which are integrated into combined-arms operations training include:

- Fire support
- Intelligence
- Electronic warfare
- Air defense artillery
- Ground maneuver
- Antiaarmor
- Combat support
- Combat service support³⁵

The matrix in Figure 11 identifies, by command level, those training exercises that enhance combined arms training:³⁶

EXERCISE SELECTION MATRIX.

PLATOON OR COMPANY		BATTALION	BRIGADE	DIVISION	CORPS	ECHELONS ABOVE CORPS
EXERCISES	TEAM					
MAPEX		A.C	A.C	A.C	A.C	A.C
TEWT	C	C	C	C	C	
CPX		A.B.C	A.B.C	A.B.C	A.B.C	A.B.C
FTX	B.C	B.C	B.C			
LFX	B.C	B.C				
FCX	A.C	A.C				
CFX	B.C	B.C	B.C	A.B.C	A.B.C	

Legend:

A - battle staff training

CFX - command field exercise

LFX - live-fire exercise

B - survivability training

CPX - command post exercise

MAPEX - map exercise

C - systems training

FCX - fire coordination exercise

TEWT - tactical exercise without troops

Figure 11

Figure 12 shows the specific battle tasks and training objectives each training exercise is designed to improve.³⁷

EXERCISE EFFECTIVENESS.

SYSTEMS OR OBJECTIVES	MAPEX	TEWT	CPX	CFX	FCX	LFX	FTX
Use of terrain		X		X		X	X
Actual maneuver of units				X	X	X	X
Staff procedures	X	X	X	X	X	X	X
Weapons employment				X	X	X	X
Fire support planning and coordination			X	X	X	X	X
Combat support				X	X	X	X
NBC operations			X	X			X
Systems integration	X		X	X	X		X
Survivability			X	X			X
Contingency operations	X		X				
Communications/electronics			X	X			X
Intelligence/EW			X	X			X
Direct and indirect fire control and distribution				X	X	X	X
Air defense	X		X	X			X
Airspace management			X	X	X		X
Sensor/CEWI/target cell interface	X		X	X			X
Engineer systems*	X	X	X	X			X

*Mobility, countermobility, and survivability operations

LEGEND: CEWI - combat-electronic warfare intelligence EW - electronic warfare

Figure 12

Battle simulations provide another effective method to train commanders and staffs without involving the entire unit. The advantages of battle simulations:

- are relatively inexpensive.
- do not require large training areas.
- save training time.
- reduce preexercise and postexercise requirements.

are flexible and easily tailored to unique training objectives.

can present situations (nuclear, chemical, and tactical air) that can not be reproduced in other training environments because of safety or expense.³⁸

Additionally, battle simulations challenge the entire chain of command. For example, if a higher headquarters (Division) makes a poor decision during a computer driven battle simulation exercise, the impact of the poor decision is sustained until the proper procedures are used to correct the decision. Simulations reinforce learning, maintain training standards, and share lessons learned throughout the chain of command.

By contrast, force on force field training exercises provide significant flexibility when enforcing standards. A controller can declare that Unit X has suppressed Unit Y's direct fire capability using indirect fire support regardless of the actual procedures Unit X used. A battle simulation exercise would not allow this to occur unless Unit X completed all the correct procedures in the proper sequence.

The National Training Center uses computer driven scenarios for evaluating battalion task force training. After the unit completes its training, a video tape is provided for feedback.

The current and projected battle training simulations are as follows:³⁹

<u>Echelon</u>	<u>Manual Simulations</u>	<u>Computer-Supported or Computer-Assisted Simulations</u>
Corps	War Eagle	TACSIM
	First Battle	
Division	First Battle	CAMMS II
Brigade	Pegasus	CAMMS
		CAMMS II
Battalion	Pegasus	CATTS
	First Battle	CAMMS
	Transwar I/II/III*	CAMMS II
		ARTBASS
		MEDMOD

*Under development

FM 25-4 also outlines the description of these exercises. The descriptions include: exercise characteristics, personnel and other resources needed, training objectives, rules of engagement, and the type feedback the exercise provides.

Thus, FM 25-4 is also an excellent guide for learning how to plan, execute, and evaluate training exercises from company to echelons above corps. It also provides adequate background so planners do not have to refer to the previous training publications to address a simple problem.

Training Circular 25-7, How to Develop Training Management Skills in the Unit

Training Circular 25-7 incorporates all BTMS workshops, workshop manager's guides, and graphic materials. TC 25-7 helps battalion level and below training planners develop meaningful training plans. The objectives of TC 25-7 are:

to ensure subordinates focus on training that builds toward unit proficiency.

to create an environment that encourages professional development of all leaders at all levels and that fosters cooperation and teamwork.

to progress toward full achievement of standardized, mutually supportive training management practices at all levels in the unit.⁴⁰

TC 25-7 consists of 24 lessons designed to help training planners develop a training strategy. Four of the lessons outline the fundamentals of training. These four lessons present the Army Training System, training management in units, characteristics of training, and training responsibilities. Ten lessons focus on the planning phase of training and systematically present the Five-P Model of training. Four lessons help planners develop resource requirements to support training events and activities. Another four lessons help planners use training publications and conduct training. The last four lessons help planners use evaluation techniques.⁴¹

Before TC 25-7 was published, leaders had to research several sources to prepare themselves for BTMS. Now the information is packaged in one publication. This circular also outlines the

step-by-step method of developing a training program. Leaders should have no problem planning, resourcing, and programming training using this publication.

Army Training and Evaluation Program

The Army designed the Army Training and Evaluation Program (ARTEP) to accomplish the following:

Establish combat critical tasks, realistic battlefield conditions, and minimum standards of performance for battalion and below units.

Provide a framework for training a unit under simulated combat conditions.

Provide standards that permit evaluation of the effectiveness of training and aid in assessment of training needs.⁴²

Most importantly, the ARTEP provides the commander with clearly defined tasks, conditions, and standards. The ARTEP focuses on battle tasks at battalion level and below; it is used throughout the Army. Observers/controllers at the National Training Center use the ARTEP to identify strengths and weaknesses when evaluating combined arms operations. It is among the best publications on how to evaluate training.

ENDNOTES

1. U.S. Department of the Army, Army Regulations 350-1, pp. 1-1, 1-4.

2. Larry Carney, "Vuono Vows to Keep NCO Education Alive," Army Times (Washington), 12 March 1988, p. 8.

3. U.S. Army Combined Arms Center, Field Circular 25-100, pp. 1-3, 1-6 and U.S. Department of the Army, Field Manual 25-100, p. iv.
4. "FC 25-100," pp. 2-3, 2-16 and "FM 25-100," pp. 7-17.
5. Interview with Howard T. Styron, MAJ, et al., United States Army Field Artillery School, Fort Sill, 10 November 1987.
6. "FC 25-100," pp. 4-25, 4-27 and "FM 25-100," pp. 16-18.
7. Interview with Steven H. Britton, CPT (P), et al., United States Army Infantry School, Fort Benning, 12 March 1988.
8. "FC 25-100," p. 5-3 and "FM 25-100," pp. 39-41.
9. "FC 25-100," pp. 6-4, 6-29 and "FM 25-100," pp. 25-26.
10. U.S. Department of the Army, Field Manual 25-1, p. 3.
11. Interview with Charles G. Larsen, LTC, United States Army Combined Arms Center, Fort Leavenworth, 10 and 21 March 1988.
12. U.S. Department of the Army, Field Manual 25-2, p. 4.
13. Ibid., pp. 8, 33-34.
14. Ibid., pp. 9-10.
15. Ibid., pp. 22, 34-38.
16. Ibid., pp. 16-17, 60-76.
17. Ibid., p. 17.
18. Ibid., pp. 17-21.
19. Ibid., pp. 19, 24-60.
20. Ibid., p. 31.
21. Ibid., pp. 12, 20, 40-57, 63-71.
22. Ibid., pp. 20-40.
23. Ibid., pp. 21-22.
24. Ibid., pp. 23, 73-77.

25. U.S. Department of the Army, Field Manual 25-3, pp. 1-14.
26. Ibid., p. 1.
27. Ibid.
28. Ibid.
29. Ibid.
30. Ibid., p. 2.
31. Ibid.
32. Ibid.
33. Ibid., p. 60.
34. Ibid., pp. 67-75.
35. U.S. Department of the Army, Field Manual 25-4, pp. 1-4.
36. Ibid., pp. 6-31.
37. Ibid., pp. 8, 30-31, 69-72.
38. Ibid., pp. 10-11, 27-37.
39. Ibid., pp. 11, 27-48.
40. U.S. Department of the Army, Training Circular 25-7, pp. 1-5.
41. Ibid., pp. 6-14.
42. U.S. Department of the Army, Army Training and Evaluation Program for Mechanized and Tank Task Force 71-2, pp. 1-12.

CHAPTER III

OTHER TRAINING PUBLICATIONS

The Army provides numerous training publications besides those previously discussed to assist in planning, executing, and evaluating training. A mechanized infantry battalion has access to over 50 training publications. Commanders must research numerous sources to train on a single battle task. This lack of consolidation of training information can burden trainers.

Prior to 1985, several references on the same battle task set forth different conditions and standards. Since then, there has been progress. The Soldier's Manual 11B-Infantryman, the Soldier's Manual of Common Tasks, and the Expert Infantryman Badge Test Training Circular now all contain the same training numbers, tasks, conditions, and standards.

Moreover, light infantrymen are frequently reassigned to mechanized and motorized organizations. These newly assigned soldiers are given a different set of publications to plan and execute training. From personal experience, there is very little similarity between light, mechanized and motorized infantry publications. The Infantry School is in the process of developing one infantry publication for all types of infantry units. To enhance the 25-series training publications, Infantry School develops and publishes Army Mission Training Plans (AMTP). (The AMTP defines conditions and standards for the tactical portion of a unit's battle tasks.)

CHAPTER IV

CONCLUSIONS

"Do more with less" is the current marching order for the Army. While the military budget gets cut and manpower levels are reduced, the number and variety of missions for the Army increase. To meet this dilemma, the Army must have a sound training program. The training program must accommodate the different requirements of heavy, motorized, light, air assault, airborne, and special operations units.

Presently, numerous training publications assist commanders and their staffs in developing a training program. The most significant training publications are: AR 350-1, FC/FM 25-100, FMs 25-1, 25-2, 25-3, 25-4, TC 25-7, and the ARTEP.

AR 350-1 provides a broad framework for managing and conducting training for all combat leaders. It also emphasizes the responsibilities of each leaders. General Vuono expanded the NCOs responsibilities. He said NCOs are responsible for not only individual training but also collective training. More importantly, the Chief of Staff of the Army said NCOs should train only warfighting tasks.

FC/FM 25-100 focuses on how the senior leadership in the division establishes a training philosophy, uses fundamental concepts and objectives, and employs the training process to build a training program.

Once the senior leader has articulated his training philosophy and incorporated the fundamental training concepts and objectives into the division training plan, subordinate commanders and their staffs use the remainder (with the exception of FM 25-1 which is being incorporated into the New FM 25-100) of the 25-series publications and the ARTEP to plan, conduct, and evaluate their training programs. These publications provide commanders and trainers with management techniques for establishing an overall training philosophy, for planning training, for resources planning, and for evaluating individual and unit proficiency.

This study proves that the Army has publications to support a sound training program. The 25-series publications provide excellent tools for leaders to plan, execute, and evaluate training. However, this study reveals that subordinate commanders sometimes do not get the division training plan in time to carry out their roles in training. Also the battalion commander or his staff sometimes fail to inform subordinate leaders when training changes occur.

CHAPTER VI

RECOMMENDATIONS

When this study began in October 1987, the following recommendations were in order:

First, discontinue publishing FM 25-1 because FC/FM 25-100 provides the same information in more detail.

Second, since FC/FM 25-100 focuses on division and brigade level training, make it the capstone manual for the 25-series publications. (With the exception of FM 25-4, the other 25-series training manuals focus on battalion level training and below).

Third, the chain of command should ensure that subordinate commanders receive the division training plan and be kept informed of training changes.

As of March 1988, the first two recommendations are being implemented. The estimated date for the new FM 25-100 Draft is the summer of 1988.

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4. Doyle, John T., MAJ. Office of the Inspector General. Telephone Interview. Fort Leonard Wood: 17 December 1987.
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9. U.S. Department of the Army. Army Regulation 10-41: U.S. Army Training and Doctrine Command: Washington: 1 February 1982.
10. U.S. Department of the Army. Army Regulation 350-1: Army Training: Washington: 1 August 1981.
11. U.S. Department of the Army. Army Regulation 350-10: Army Program of Individual Training: Washington: 1 July 1984.
12. U.S. Department of the Army. Army Regulation 350-17: Noncommissioned Officer Development Program: Washington: 15 December 1986.
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24. U.S. Department of the Army. Field Manual 100-5: Operations: Washington: May 1986.

25. U.S. Department of the Army. Soldier Training Publication 21-1: Soldier Manual of Common Tasks: Washington: 15 December 1983.

26. U.S. Department of the Army. Training Circular 25-7: How to Develop Training Skills in the Unit: Washington: September 1985.

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